

# Cherubs Day Nursery and Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	254601
<b>Inspection date</b>	11 December 2007
<b>Inspector</b>	Ann Keen
<b>Setting Address</b>	362 St. Albans Road, Bulwell, Nottingham, Nottinghamshire, NG6 9FR
<b>Telephone number</b>	0115 9795994
<b>E-mail</b>	
<b>Registered person</b>	Cherubs Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Cherubs Day Nursery and Pre-School, Vale View opened in 1996. It is one of eight privately owned nurseries owned by Susan Mills. It operates from a number of rooms on the ground and first floor of a detached building. The nursery is situated in the Bulwell area of Nottingham. Children and families attend the nursery from across Nottingham. As well as the day nursery there is also a Before and After School Club and a Holiday Club facility, which cares for children up to 11 years.

There are currently 110 children from 15 months to 11 years on roll. This includes 14 funded three-and-four-year olds. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery opens each week day all year round, closing for one week at Christmas and all bank holidays. Opening times are 07:30 until 18:00. The Before and After School Club is also open each weekday. Sessions last from 07:30 until 08:30 and 15:30 until 18:00. During school holidays the Holiday Club is open 07:30 until 18:00.

15 staff work with the children and all staff hold early years qualifications to National Vocational Qualification Level 2 or 3. The nursery is a member of the National Day Nurseries Association and receives support from the Nottingham City local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are provided with well-balanced, nutritious meals such as sweet and sour chicken, vegetables and cheese pie which they eat with enthusiasm. In addition, snacks of fruit provide children with a useful start to their five fruit and vegetables. The nursery adheres to environmental regulations appropriately and kitchen staff ensure that children's allergies, preferences and daily needs are recognised so they receive appropriate foods. The children's health is actively promoted as they have regular access to physical activity and fresh air. There is a large outside area where children have good fun riding wheeled vehicles. The children have drinks which they are able to access themselves, as they wish, ensuring they do not go thirsty and assisting them to become aware of their own needs well. Children grow their vegetables, such as onions so they effectively begin to realise where food comes from.

The robust systems for administration of medicines and the precise recording of accidents ensures that children receive consistent care. Many members of staff, qualified in first aid are present at all sessions ensuring children receive appropriate attention, if required. Children rest according to their needs, and are able to sleep in safety with clean sheets. Toddlers are protected well from the spread of infection as their dummies are stored in individual pots. Staff wear aprons and gloves when changing nappies and mats are meticulously cleaned between each use to minimise the risk of cross-infection. Children in the after school club learn the importance of washing their hands before eating.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in spacious accommodation with plenty of room to create specific areas. The After School Club uses the whole of the top floor which ensures children have space to develop specific activities such as a construction area, messy area and a quiet area so children have suitable opportunities for their own interests and needs. The environment is welcoming and children play in secure premises. Visitors are only allowed entry through ringing the bell at the front entrance. Entry and exit times of all visitors are recorded accurately so children are safeguarded. Gates and fences are secure and locked keeping children safe. Facilities are kept clean and toilets are well-maintained ensuring children's safety is promoted. Children are kept comfortable as the temperature is maintained at an appropriate level.

When toddlers are sleeping they are constantly monitored and staff supervise them well at all times. Younger children's resources are well-maintained, in good order and clean. The equipment and resources are at child height and accessible, developing their independence well and enabling them easy access, reducing the risk of accidents. Sometimes systems for checking damaged and broken toys and equipment does not work effectively so children are not always fully protected from hazards. Children are kept very safe when walking to and from school as staff ensure they walk sensibly and keep together. Fire precaution systems are good and a fire evacuation plan is in place. Fire fighting equipment is available and exits are clearly marked. Children are safeguarded well because staff have a good knowledge of child protection issues.

There is a clear and comprehensive child protection policy and staff are knowledgeable about their roles and they are fully aware of the authorities to contact in case of concern.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at nursery. 'Birth to three matters', a framework to support children in their earliest years, is used effectively to provide activities for the under threes. The range and balance of activities effectively helps younger children to make good progress in their development. Children feel relaxed and valued because staff have warm, friendly relationships with them. Toddlers enjoy dancing and singing in preparation for their Christmas party. Children's care and play is well-supported and the children have access to a good range of resources.

Children in the After School Club are able to experience a wide variety of activities which they choose freely. They enjoy both quiet and more active types of play; a good chance to relax after a day at school. Long periods of time are given to free play so children become engrossed in their activity and make decisions for themselves over extended play periods. They can play with table football, a playstation, construction toys, creative activities and the hamster.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are generally well-occupied and motivated to learn. They explore a suitable range of opportunities provided by staff who demonstrate an adequate understanding of the Foundation Stage guidance. Children generally achieve well, although not all activities are well-matched to children's stage of development. Group activities, when children of differing ages and abilities are all doing the same activity means that some children are not always engaged in activities appropriate to their developmental stage. Although at these times the older children are stimulated by demanding activities and enjoy writing their names and trying to spell words such as 'cat' and 'dog'. The plans of focused activities clearly state the learning intentions so staff are clear in their thinking about what they want the children to learn from particular activities. Other activities are not so clearly planned so that staff and children are clear of the purpose of the activity. Staff assess children regularly and record their attainment on their records so they can see the progress children are making. Staff use a range of teaching methods to help children learn such as planting vegetables so children can have 'real life' experiences which are meaningful to them. Staff manage children's behaviour well; they are positive and encourage children through praise and high expectations for good behaviour. The rooms are generally organised so children have a broad range of activities and can follow their own interests. They use the indoor and outdoor space reasonably effectively to provide for a variety of areas of learning.

Children are happy during their time at the nursery. They are confident in their dealings with adults and their peers. Staff praise the children well and children's positive self-esteem is evident in their ability to talk to visitors confidently. Children are learning to be polite and they understand social conventions such as waiting for everyone to receive their lunch before starting to eat. Children experience a suitable range of activities and they are able to access resources for themselves. Some children sit in the book corner and 'read' books to themselves as they know the stories well. Staff have developed dedicated areas so children are able to access specific activities, for example, children enjoy creating play dough shapes. They develop a range of skills at these times, absorbed in their play. Children develop their imagination during a variety of scenarios; in the home corner or dressing up, for example. Whilst playing with dry sand one child commented that he was creating a 'bonfire' and had to be careful of the 'smoke'.

Children have mathematics activities planned regularly but they do not always ensure staff are deployed effectively to ensure children gain the best from the activities available. As children get older they are taught to link sounds to letters and those children who are ready to cope with these activities enjoy the challenge. Individual children enjoy making their own Christmas cards. Children have suitable apparatus to develop their physical skills in the outside play area and staff show sound knowledge of helping children to practise those skills. Children confidently make their own constructions using commercially produced materials, satisfactorily supporting their coordination.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social, and cultural development is fostered. Children feel valued and free from discrimination because they are treated as individuals. The staff listen to parents and respect their culture and background. Children experience a range of cultural events such as Diwali, Remembrance Day and St Andrews Day so they are beginning to understand about a broad spectrum of people's beliefs and celebrations effectively. The nursery has introduced a system for signing so children are able to 'read' signs through pictures. Children are learning positive ways of behaving through praise and encouragement. They are aware of what is acceptable and what is not acceptable through clear guidelines and direction. Children are learning to share and are encouraged to behave well. Children form good relationships with the staff which means they are happy and settled whilst in their care. The staff are aware that some children have learning difficulties and/or disabilities and take appropriate action.

Children's welfare is promoted effectively through good relationships with their parents. The staff share information with parents so children receive good continuity of care. Staff provide parents with useful information about their children's care and, for example, they ensure contact details are kept accurately.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents are offered appointments to discuss their children's progress and staff are always available for more casual chats so parents and staff are working together for the benefit of the children.

### **Organisation**

The organisation is good.

Overall children's needs are met. Children's health, safety, well-being and enjoyment is promoted by good organisation. The environment and facilities are planned so children are able to play freely and access resources for themselves. Children are comfortable in their surroundings. Documentation is comprehensive and reflects the practice well. The staff are aware of their responsibilities and ensure that they conform to the necessary requirements so that children are well-cared for, for example, by keeping the register up-to-date. They adhere to legal requirements. The adult-to-child ratio positively supports children's care. Children's welfare is promoted well as the staff ensure that they have contact details and signed permission slips from parents in place in case of emergency. They are aware of the need to inform Ofsted of changes to circumstances. Children's care is promoted as parents are well-informed and the nursery has a complaints log in place, should the need arise. Procedures are in place in the event of a child being lost or a parent failing to collect them so children's welfare is promoted well.

The leadership and management of nursery education is satisfactory. Systems for staff appraisal are in place to help improve the children's education, however, staff are not always deployed effectively to support children's learning as they keep children waiting whilst clearing up activities, for example. Management are not monitoring these occasions sufficiently. The nursery uses the expertise from the local authority to help improve the provision for children's education.

### **Improvements since the last inspection**

At the last combined inspection the nursery was required to ensure the accident records are kept accurately. This is now clearly in place so children's welfare is safeguarded. They were also required to develop assessment records which are clearly in place and staff record assessments regularly. This enables staff to identify children's progress. In addition they were required to extend the learning intentions for outside play. This has not been fully achieved. When a focused activity is planned for outside, then learning intentions are clear. In the better weather when inside activities are taken outside, staff are more clear about what they want children to learn. However, the daily outside play times are not planned with specific and clear learning intentions in mind and staff of funded children are sometimes merely supervising children. This does not fully support children's learning. Finally, they were required to provide further challenge for children in mathematics. When activities are planned for specific children's needs, children are challenged. However, as the learning intentions are not always clear for all activities children's learning is not always fully supported.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all the furniture, toys and equipment on the premises are kept in good repair.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure all activities are matched effectively to children's stage of development
- ensure all staff are deployed effectively to provide a consistent approach to children's learning
- ensure learning intentions are always clear for all activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)